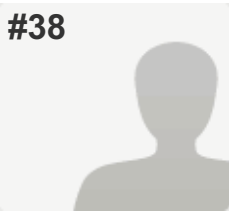


#38

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 29, 2015 10:04:39 AM**Last Modified:** Wednesday, September 02, 2015 1:40:28 PM**Time Spent:** Over a month**IP Address:** 96.63.177.129

## PAGE 2

**Q1: 1a. TLC Local Plan Measure (1)**

Attract able and promising new teachers.

**Q2: 1b. To what extent has this measure been met?**

(no label)

Fully Met

**Q3: 1c. Description of Results (1) (limited to 3000 characters)**

In the 2014-2015 school year, all 106 teaching positions were filled. The vacant positions were mainly due to the TLC grant and early retirement program. After negotiating a 3.2% increase in salary for 2015-2016, the minimum beginning salary with TSS is \$39,388. The beginning salary is competitive when compared to area schools.

## PAGE 3

**Q4: 2a. TLC Local Plan Measure (2)**

Retain effective teachers.

**Q5: 2b. To what extent has this measure been met?**

(no label)

Somewhat Met

**Q6: 2c. Description of Results (2) (limited to 3000 characters)**

Over the five school years from 2008-2013, 86% of the new teachers hired remained in the SCCSD for a second year. Over the five school years from 2009-2014, 91% of the new teachers hired remained in the SCCSD the following year. The effect of the TLC grant in regards to teacher retention will begin to be calculated with the 2014-2015 school year as teacher movement is still occurring.

## PAGE 4

**Q7: 3a. TLC Local Plan Measure (3)**

Promote Collaboration.

**Q8: 3b. To what extent has this measure been met?**

(no label)

Mostly Met

## Impact of TLC Plan

### **Q9: 3c. Description of Results (3)(limited to 3000 characters)**

Through anecdotal evidence, we know that the teacher leaders have increased collaboration and the quality of collaboration in buildings across the District through their involvement in PLCs. The comprehensive PLC program review will be completed during the 2015-2016 school year. 9/1/15: Random sampling of teachers was conducted in January to provide a peer review for teacher leaders. There were two questions on the survey regarding collaboration. The compiled results from the first question indicated that 87% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders modeled best practices for collaborative learning teams. On the second survey question pertaining to collaboration, 85% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders were actively involved in Professional Learning Communities at their school.

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## **PAGE 5**

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### **Q10: 4a. TLC Local Plan Measure (4)**

Implement quality professional development for all teachers.

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### **Q11: 4b. To what extent has this measure been met?**

(no label)

Fully Met

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**Q12: 4c. Description of Results (4)(limited to 3000 characters)**

The teacher leaders were engaged in quality training outside of and during the contract year. The training focused primarily on increasing the understanding of standards and PLCs. The content of the training was shared with all teachers in buildings by the teacher leaders. Teacher leaders led multiple professional development sessions during the school year. 9/1/15: The focus, during the summer of 2014, of the training for the teachers leaders was "Unwrapping" the Standards, Data Analysis, and Formative Assessment. The focus of the training for teacher leaders during the 2014-2015 school year was Effective PLCs. Random sampling of teachers was conducted in January to provide a peer review for teacher leaders. Questions on the survey asked if teacher leaders had led professional development in the areas of "Unwrapping" the Standards, Data Analysis, and Formative Assessment. The compiled results from the question asking about the "Unwrapping" the Standards process indicated that 74% of the teachers surveyed "Agreed" or "Strongly Agreed" that the teacher leaders had led the process in their building. The compiled results from a question indicated that 80% of the teachers surveyed "Agreed" or "Strongly Agreed" that teacher leaders had led data analysis in their building. Teachers surveyed indicated that 58% of the teacher leaders had helped them develop formative assessments. (Results of surveys pertaining to PLCs can be found in the response for Goal 3.) Teacher leaders led District-level professional development in June 2015. A survey using a 1-5 rubric was sent electronically to teachers after attendance. One prompt on the survey asked teachers "On a scale of 1-5, please rank your overall impression of the PD sessions". With 5 being "There were many sessions which met my professional needs. I was satisfied with the choices that I made", 84.7% of the secondary teachers selected a 4 or a 5 and 88.8% of the elementary teachers selected a 4 or a 5. A second prompt on the survey asked teachers "On a scale of 1-5, please rank the relevance of the sessions you attended to your classroom". With 5 being "The sessions will impact my classroom and were very relevant to my teaching", 89.2% of the secondary teachers selected a 4 or a 5 and 89.3% of the elementary teachers selected a 4 or a 5.

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**Q13: 5a. TLC Local Plan Measure (5)**

Improve student achievement.

**Q14: 5b. To what extent has this measure been met?**

(no label)

Somewhat Met

## Impact of TLC Plan

**Q15: 5c. Description of Results (5)(limited to 3000 characters)**

Anecdotal results are positive. Iowa Assessment results are currently being analyzed. Hard to determine, at this point in time, the effect of the TLC on student achievement. 9/1/15: Teacher leaders were asked to self-identify teachers that they worked with closely during the 2014-2015 school year. The 45 teacher leaders identified 122 classroom teachers. Of the 122 classroom teachers identified, the student achievement results from 12 teachers were analyzed. A comparison was made between the classroom teacher's 2013-2014 percent of students proficient on the Iowa Assessment in either reading or math and the same classroom teacher's 2014-2015 percent of students proficient on the Iowa Assessment in either reading or math. The results of the comparison showed that there was an overall increase in percent proficient on the Iowa Assessments of 35 percentage points. This included both elementary and secondary classroom teachers.

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**Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).**

We may need to adjust the categories of teacher leaders in the future. We have six technology consulting teachers and we may be able to reduce this number, but move the positions into secondary building level consulting teachers.

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**Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.**

The goals that we establish in our Strategic Plan are accomplished through the work of the teacher leaders and administrators. The work happens at a more deep and faster rate than in the past. Some statements from week ten of the first year of TLC implementation: "Observed a teacher during lit block and was able to give her a few small suggestions that will make a big difference. She said, 'So simple, but I never would have thought of that if you hadn't been observing me and suggested it. Thanks'." "I met with 3rd, 4th, and 5th grade teachers to go over their data for the nine weeks. The teachers were able to look at their numbers and decide on what things still needed to be done. They were also able to share things that worked and things that they would have done differently." End of year reflections by teacher leaders indicated that in next year's strategic plan, we need to continue to focus on best practices of PLCs and identifying learning needs of students and addressing the student's needs through strategies, enrichment or interventions.

## Impact of TLC Plan

**Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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**Q19: Name of School District:**

Sioux City Community School District

**Q20: Name of Superintendent**

Dr. Paul Gausman

**Q21: Person Completing this Report**

Dr. Kim Buryanek

**Q22: Date of Submission**

6/30/15

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